

# South Dakota Health Education Standards and Performance Indicators

## Formatted for Curriculum Mapping

For all eight standards, the performance indicators are the specific concepts and skills that students *should know* and *be able to do* by the end of the grade span.

### Health Education Standard 1

*Students will comprehend concepts related to health promotion and disease prevention to enhance health.*

#### Health Education Standard 1 Performance Indicators

**As a result of health instruction in Pre-K - Grade 2, students will:**

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- 1.2.1 Identify ~~that~~ **Describe** healthy behaviors ~~that~~ affect personal health.
- 1.2.2 Identify ~~the multiple dimensions of~~ **examples of emotional, mental, intellectual, physical and social** health.
- 1.2.3 Describe ways to prevent communicable diseases.
- 1.2.4 List ways to prevent common childhood injuries.
- 1.2.5 Describe why it is important to seek health care.

**As a result of health instruction in Grades 3 - 5, students will:**

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- 1.5.1 ~~Describe the relationship between healthy behaviors and personal health.~~ **Describe why it is important to participate in healthy behaviors.**
- 1.5.2 Identify examples of emotional, ~~mental,~~ **intellectual,** physical, and social health.
- 1.5.3 Describe ways in which safe and healthy school and community environments can promote personal health.
- 1.5.4 Describe ways to prevent common childhood injuries and health problems.
- 1.5.5 Describe when it is important to seek health care.

**As a result of health instruction in Grades 6 - 8, students will:**

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- 1.8.1 ~~Analyze~~ **Investigate** the relationship between healthy behaviors and personal health.
- 1.8.2 ~~Describe the~~ **Identify how** interrelationships of emotional, ~~mental,~~ **intellectual,** physical, and social health ~~affect in~~ **adolescence development and relationships.**
- 1.8.3 ~~Analyze how the environment affects personal health.~~
- 1.8.3 ~~Describe~~ **Illustrate** how family history can affect personal health.
- 1.8.4 Describe ways to reduce or prevent injuries and other adolescent health problems.
- 1.8.5 Explain how ~~appropriate~~ **preventative** health care can promote personal health.
- 1.8.6 ~~Describe~~ **Compare and contrast** the benefits of and barriers to practicing healthy behaviors.
- 1.8.7 ~~Examine the likelihood of injury or illness if engaging in unhealthy behaviors.~~
- 1.8.7 Examine the potential seriousness of injury or illness ~~if~~ **of** engaging in unhealthy behaviors.

**As a result of health instruction in Grades 9 - 12, students will:**

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- 1.12.1 Predict how healthy behaviors can affect health status.
- 1.12.2 Describe the interrelationships of emotional, ~~mental,~~ **intellectual,** physical, and social health in adolescence.
- 1.12.3 Analyze how **social and physical** environments ~~and affects personal health. are~~ **interrelated.**
- 1.12.4 ~~Analyze~~ **Research** how genetics and family history can affect personal health.
- 1.12.5 Propose ways to reduce or prevent injuries and health problems.
- 1.12.6 ~~Analyze~~ **Investigate** the relationship between access to health care and health status.
- 1.12.7 ~~Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.~~ **Propose strategies for promoting the benefits of and overcoming barriers to practicing a variety of health enhancing behaviors.**
- 1.12.8 ~~Analyze~~ **Evaluate** personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
- 1.12.9 Analyze the potential ~~severity~~ **seriousness** of injury or illness if engaging in unhealthy behaviors.

## Health Education Standard 2

*Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.*

### Health Education Standard 2 Performance Indicators

**As a result of health instruction in Grades 3 - 5, students will:**

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- 2.2.1 Identify how the family influences personal health practices and behaviors.
- 2.2.2 Identify what the school can do to support personal health practices and behaviors.
- 2.2.3 Describe how the media can influence health behaviors.

**As a result of health instruction in Grades 3 - 5, students will:**

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- 2.5.1 Describe how the family influences personal health practices and behaviors.
- 2.5.2 Identify the influence of culture on health practices and behaviors.
- 2.5.3 Identify how peers can influence healthy and unhealthy behaviors.
- 2.5.4 Describe how the school and community can support personal health practices and behaviors.
- 2.5.5 Explain how media influences thoughts, feelings, and health behaviors.
- 2.5.6 ~~Describe~~ **Identify** ways that technology can influence personal health.

**As a result of health instruction in Grades 6 - 8, students will:**

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- 2.8.1 ~~Examine how the family~~ **Classify health factors in the family that influences** the health **and wellness** of adolescents.
- 2.8.2 ~~Describe the~~ **Classify** how influence of culture **influences** on health beliefs, practices, and behaviors.
- 2.8.3 ~~Describe~~ **Analyze** how peers influence healthy and unhealthy behaviors.
- 2.8.4 ~~Analyze~~ **Identify** how the school and community can influence personal health practices and behaviors.

- 2.8.5 Analyze how messages from media influence health behaviors.
- 2.8.6 Analyze **Research** the influence of technology on personal and family health.
- ~~2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.~~
- 2.8.7 Explain **Investigate** the influence of personal values and beliefs on individual health practices and behaviors.
- 2.8.8 Describe **Distinguish** how some **between** healthy **risk behaviors** and **risky behaviors** and their can influence **on short-term and long-term health**. ~~the likelihood of engaging in unhealthy behaviors.~~
- 2.8.10 Explain how school and **Identify how** public health policies can influence health promotion and disease prevention.

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**As a result of health instruction Grades 9–12; students will:**

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- 2.12.1 Analyze **health factors in** how the family **that** influences the health **and wellness** of individuals.
- 2.12.2 Analyze how culture supports and challenges health beliefs, practices, and behaviors.
- 2.12.3 Analyze **Demonstrate** how peers influence healthy and unhealthy behaviors.
- 2.12.4 Evaluate **Compare and contrast** how the school and community can influence personal health practice and behaviors.
- 2.12.5 Evaluate **Critique** the influence of media on personal and family health.
- 2.12.6 Evaluate the impact of technology on personal, family, and community health.
- 2.12.7 Analyze **Describe** how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
- 2.12.9 Analyze **Articulate** how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 2.12.10 Analyze **Investigate** how public health policies and government regulations can influence health promotion and disease prevention.

## Health Education Standard 3

*Students will demonstrate the ability to access valid information and products and services to enhance health.*

### Health Education Standard 3 Performance Indicators

**As a result of health instruction in Pre-K - Grade 2, students will:**

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- 3.2.1 Identify trusted adults and professionals who can help promote health.
- 3.2.2 Identify ways to locate school and community health helpers.
- 3.2.3 Explain the type of help provided by school and community health helpers.

**As a result of health instruction in Grades 3 - 5, students will:**

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- 3.5.1 Identify characteristics of valid health information, products, and services.
- 3.5.2 ~~Locate~~ **List** resources from home, school, and community that provide valid health information.

**As a result of health instruction in Grades 6 - 8, students will:**

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- 3.8.1 Locate valid and reliable health information products and services.
- 3.8.2 ~~Analyze the validity of health information, products, and services.~~
- 3.8.2 Access valid health information from home, school, and community.
- 3.8.3 ~~Determine~~ **Investigate** the ~~accessibility~~ **validity** of products **and services** that ~~enhance~~ **promote** health **and wellness**.
- 3.8.5 Describe situations that may require professional health services.

**As a result of health instruction in Grades 9 -12, students will:**

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- 3.12.1 ~~Access~~ **Compare and contrast** ~~valid and reliable~~ health information products and services.
- 3.12.2 ~~Evaluate the validity of health information, products, and services.~~
- 3.12.2 ~~Use~~ **Utilize** resources from home, school, and community that provide valid health information.
- 3.12.3 ~~Determine~~ **Evaluate** the accessibility of products and services that enhance health.
- 3.12.4 Determine when professional health services may be required.

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## Health Education Standard 4

*Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.*

### Health Education Standard 4 Performance Indicators

**As a result of health instruction in Pre-K - Grade 2, students will:**

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- 4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.
- 4.2.2 ~~Demonstrate~~ Display listening skills to enhance health.
- 4.2.3 Demonstrate ways to respond to an unwanted, threatening, or dangerous situation.
- 4.2.4 Demonstrate ways to tell a trusted adult if threatening or harmful behaviors affect self or others.

**As a result of health instruction in Grades 3 - 5, students will:**

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- 4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.
- 4.5.2 Demonstrate refusal skills that avoid or reduce health risks.
- 4.5.3 Demonstrate nonviolent strategies to manage or resolve conflict.
- 4.5.4 Demonstrate how to ask for assistance to enhance personal health.

**As a result of health instruction in Grades 6 - 8, students will:**

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- 4.8.1 ~~Apply~~ Investigate effective verbal and nonverbal communication skills to enhance social, emotional, physical and intellectual growth and development. ~~health.~~
- 4.8.3 ~~2 Demonstrate~~ Formulate effective conflict management or resolution strategies.
- 4.8.4 ~~3 Demonstrate~~ Investigate how to ask for assistance to enhance the health of self and others.
- 4.8.2 ~~4 Demonstrate~~ refusal, negotiation and collaboration skills that avoid or reduce health risks.

**As a result of health instruction in Grades 9 - 12, students will:**

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- 4.12.1 ~~Use~~ **Utilize** skills for communicating effectively with family, peers, and others to enhance health.
- 4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
- 4.12.3 ~~Demonstrate~~ **Develop** strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- 4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.
- ~~4.12.5 Analyze refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.~~ (Same as 4.12.2)



## Health Education Standard 5

*Students will demonstrate the ability to use decision-making skills to enhance health.*

### Health Education Standard 5 Performance Indicators

#### As a result of health instruction in Pre-K - Grade 2, students will:

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- 5.2.1 Identify situations when a health-related decision is needed.
- 5.2.2 ~~Differentiate between~~ **Explain** situations when a health-related decision can be made independently or when assistance is needed.
- 5.2.3 Describe potential consequences of health-related decisions.

#### As a result of health instruction in Grades 3 - 5, students will:

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- 5.5.1 Identify health-related situations that **can help or hinder healthy decision making.** ~~might require a thoughtful decision.~~
- 5.5.2 ~~Analyze~~ **Explain** when assistance is needed in making a health-related decision.
- 5.5.3 List healthy options **strategies** to health-related issues or problems.
- 5.5.4 ~~Predict~~ **Describe** the potential outcomes of each option when making a health-related decision.
- 5.5.5 Choose a healthy option when making a decision.
- 5.5.6 ~~Describe the outcomes of a health-related decision.~~

#### As a result of health instruction in Grades 6 - 8, students will:

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- 5.8.1 Identify circumstances that can help or hinder healthy decision making.
- 5.8.2 ~~Determine when health-related situations require~~ **Identify** the application of a thoughtful decision-making process **in health-related decisions-situations.**
- 5.8.3 ~~Distinguish~~ **Compare and contrast** when individual or collaborative decision making is appropriate.
- 5.8.4 ~~Distinguish between healthy and unhealthy alternatives to health-related issues or problems.~~

- ~~5.8.5~~ Predict the potential short-term impact of each alternative on self and others.
- 5.8.46 Choose healthy alternatives over unhealthy alternatives when making a decision.
- 5.8.57 Analyze the outcomes of a health-related decision.

**As a result of health instruction in Grades 9 - 12, students will:**

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- 5.12.1 Examine ~~barriers~~ circumstances that can help or hinder healthy decision making.
- 5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.
- 5.12.3 Justify when individual or collaborative decision making is appropriate.
- 5.12.4 Generate alternatives to health-related issues or problems.
- 5.12.5 Predict the potential short-term and long-term impact of each alternative on self and others.
- 5.12.6 Defend the healthy choice when making decisions.
- 5.12.7 Evaluate the effectiveness of health-related decisions.

## Health Education Standard 6

*Students will demonstrate the ability to use goal-setting skills to enhance health.*

### Health Education Standard 6 Performance Indicators

**As a result of health instruction in Pre-K - Grade 2, students will:**

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- 6.2.1 Identify a short-term personal health goal and take action toward achieving the goal.
- 6.2.2 Identify who can help when assistance is needed to achieve a personal health goal.

**As a result of health instruction in Grades 3 - 5, students will:**

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- 6.5.1 Set a personal health goal and track progress toward its achievement.
- 6.5.2 Identify resources to assist in achieving a personal health goal.

**As a result of health instruction in Grades 6 - 8, students will:**

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- 6.8.1 Assess personal health practices.
- 6.8.2 Develop a goal to adopt, maintain, or improve a personal health practice.
- 6.8.3 Apply **Investigate** strategies and skills needed to attain a personal health goal.
- 6.8.4 Describe how personal health goals can vary with changing abilities, priorities, resources and responsibilities and **how these goals can enhance health and wellness.**

**As a result of health instruction in Grades 9 - 12, students will:**

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- 6.12.1 Assess personal health practices and overall health status.
- 6.12.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
- 6.12.3 Implement strategies and monitor progress in achieving a personal health goal.
- 6.12.4 Formulate an effective long-term personal health plan.

## Health Education Standard 7

*Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.*

### Health Education Standard 7 Performance Indicators

**As a result of health instruction in Pre-K - Grade 2, students will:**

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- 7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.
- 7.2.2 Demonstrate behaviors that avoid or reduce health risks.

**As a result of health instruction in Grades 3 - 5, students will:**

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- 7.5.1 Identify responsible personal health behaviors.
- 7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
- 7.5.3 Demonstrate a variety of behaviors that avoid or reduce health risks.

**As a result of health instruction in Grades 6 - 8, students will:**

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- 7.8.1 Explain the importance of assuming responsibility for personal health behaviors.
- 7.8.2 Demonstrate **Investigate** healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.8.3 Demonstrate **Describe** behaviors that avoid or reduce health risks to self and others.

**As a result of health instruction in Grades 9 - 12, students will:**

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- ~~7.12.1~~ Analyze the role of individual responsibility in enhancing health.
- 7.12.~~12~~ Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.12.~~23~~ Demonstrate **Model** a variety of behaviors that avoid or reduce health risks to self and others.

## Health Education Standard 8

*Students will demonstrate the ability to advocate for personal, family and community health risks.*

### Health Education Standard 8 Performance Indicators

As a result of health instruction in Pre-K - Grade 2, students will:

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- 8.2.1 ~~Make requests~~ **Communicate health needs** to promote personal health.
- 8.2.2 Encourage others to make positive health choices.

As a result of health instruction in Grades 3 - 5, students will:

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- 8.5.1 Express opinions and give accurate information about health issues.
- 8.5.2 Support others in making positive health choices.

As a result of health instruction in Grades 6 - 8, students will:

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- 8.8.1 State a health-enhancing position ~~concept~~ **on a topic** and support it with accurate information.
- 8.8.23 ~~Work cooperatively~~ **Research ways** to advocate for healthy individuals, families and schools.
- 8.8.34 Identify ways in which health messages and communication techniques can be altered for different audiences.
- 8.8.42 Demonstrate how to influence and support others to make positive health choices.

As a result of health instruction in Grades 9 - 12, students will:

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- 8.12.1 ~~Use accurate peer and societal norms to formulate a health-enhancing message.~~  
**Advocate the role of individual responsibility in enhancing health.**
- 8.12.2 ~~Demonstrate how to~~ **Persuade** and support others to make positive health choices.

- 8.12.3 ~~Work cooperatively as an~~ Collaborate to advocate for improving personal, family, and/or community health.
- 8.12.4 Adapt health messages and communication techniques to a specific target audience.

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